

Childminder report

Inspection date:

7 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy and well cared for in the childminder's home-from-home setting. They form secure attachments with the childminder, who knows them well and is sensitive to their needs. Younger children are confident to tell the childminder when they are tired or hungry and express how they are feeling. Children are respectful and caring towards their friends and display good manners. They demonstrate that they feel secure and settled. Children are confident to talk about their families and experiences with each other and the childminder.

Children benefit from the challenging and exciting experiences the childminder provides. They smile and beam with delight when playing together with balloons. Children have great fun jumping around and working out how to move their bodies in different ways in the space. They practise the different ways they can catch and pass the balloons. They keep trying and concentrate hard as they focus on their aim and develop their hand-to-eye coordination. Children develop their ability to share and take turns. They consider how many balloons they will need in order to have one each. When a balloon pops, children negotiate and solve the problem of how to continue their game. They listen to each other's ideas and are considerate of one another.

What does the early years setting do well and what does it need to do better?

- The childminder teaches children about the world around them. For instance, she talks to children about the reason trees have roots. She encourages children to observe the details of trails slugs make as they spot things on their nature walk. The childminder checks children's understanding and supports their communication and language abilities by giving them plenty of chance to respond to questions and express their thoughts.
- The childminder checks children's understanding of new words as they read stories together. For instance, she explains the meaning of the phrase 'in a jiffy' and uses words that children might know, such as 'fast' and 'soon', to help describe this. She gives children plenty of time to process new information. Children gain a broad vocabulary and increase their understanding of how to use it.
- The childminder uses her good knowledge of child development and children's individual needs to create a curriculum that is designed to ensure all children make good progress. She has a clear understanding of each child's individual needs and what they need to learn next. The childminder completes the required progress check for children aged two years. However, the information she includes does not sharply reflect her detailed knowledge of children's individual abilities and what they need to learn next.
- The childminder provides children with opportunities to do things for themselves.

For instance, children pour their own drinks at mealtimes and practise putting on their own shoes and coats. She gives older children additional responsibilities, such as looking after and carrying items that they will need on their nature walk. As a result, children feel valued and demonstrate a sense of pride in their achievements.

- Parents express how happy they are with the care the childminder provides. They express how well the childminder gets to know their children and the good progress their children make. The childminder provides parents with ideas to continue children's learning at home. She ensures they are kept up to date on all aspects of their child's day.
- The childminder is aware of gaps in children's experiences since the COVID-19 pandemic began. For instance, she identifies that children have spent less time in larger groups or busy environments. The childminder takes children to local playgroups and on visits to the local library. Children learn to socialise with others and gain confidence in new situations.
- The childminder undertakes a wealth of training and professional development. She discusses and reflects on this with her co-childminder to ensure she is always improving the quality of care and education she provides. Recent training in supporting children who speak multiple languages has helped her enhance her support for children who speak English as an additional language. As a result, children are well supported to make good progress and are well prepared for their next stage in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular and in-depth training to ensure she is up to date on local safeguarding procedures. She understands the signs that might indicate a child is at risk of abuse. The childminder knows the procedures she must follow to report any concerns she might have about the welfare of a child. She is diligent in ensuring she keeps children safe on outings and that her home is risk assessed to minimise hazards. The childminder teaches children to understand how to keep themselves safe. For example, she talks to them about the different plants and berries they find on their walk and which of these might be dangerous to eat.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- sharpen the individual information and detail included in the progress check for children aged between two and three years to clearly reflect children's progress and next stages in learning.

Setting details

Unique reference number	EY392110
Local authority	Buckinghamshire
Inspection number	10228490
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	7 November 2016

Information about this early years setting

The childminder registered in 2009 and works with her husband, who is her co-childminder. They live near Princes Risborough in Buckinghamshire. The childminder provides care all day, Monday to Friday, throughout the year. She is registered to receive funding to provide free early years education to children aged two, three and four years. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Alice M Roberts

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and read their written accounts of their views of the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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